Session Agenda

Introductions

Session Objective

Performance Cycle, Timeline, and Process

Components of Effective Assessments
  • Clear Goals
  • Ongoing Discussion
  • Year-end Assessment: Written Document and Discussion

Tools

Process Reminder

Resources
Session Objective

Apply the tips and techniques from this discussion to have a productive year-end performance conversation.
HLC Performance Management Cycle

Summer/Fall

- HR creates document and sends kick-off message to community
- Planning Phase/Goal setting for the year ahead (SMART Goals); enter performance and development goals; manager is alerted
- Manager reviews and edits goals
- Employee and manager discuss and finalize

Ongoing

- Manager/Employee Feedback (Behavior + Impact)
- Track progress

Spring

- Employee completes Self-Evaluation
- Employee identifies other Reviewers for feedback
- Manager agrees/amends and seeks feedback from others
- Final Self and Written Assessment
- Manager completes assessment
- Employee and manager discuss and finalize
- Individual/Multi-Rater/Upward Feedback
September 30, 2014 – Goal Setting and Planning completed

- Standard Form users – Staff and managers will enter this information directly into PeopleSoft (Self-Service or Manager Self-Service>Performance Management>My Current or Team Current Documents).
- Summary and Exception Form users – Staff and managers will capture FY15 goals in an electronic format that can be updated and referred to for the Assessment Phase in the spring of 2015.

December 2014 – February 2015 – Informal Interim Check-in Discussions completed

- This is a useful way to discuss and implement any adjustments to goal content and/or goal dates.

May 29, 2015 – SPH and HMS Performance Assessments completed

June 30, 2015 – HSDM Performance Assessments completed

- Timing will vary for some departments.
- PeopleSoft will be down Friday, May 29th at 5pm until Monday, June 1st, 8am.
Year-End Process

1. Complete Self-Evaluation *(Early to Mid-April/Early to Mid-May)*

2. Provide completed Self-Evaluation to manager *(Mid to Late April/May)*

3. Manager completes Assessment, incorporating Self-Evaluation information, as well as any feedback gathered *(Early to Mid-May/June)*

4. Manager and Direct Report meet to discuss Assessment and Rating *(by End of May/June)*

5. Form is completed in ePerformance
   - By May 29th for SPH and HMS *(system not available May 30-June 1)*
   - By June 30th for HSDM

***Note: Performance Management resources, tools, and information can be accessed anytime at [http://hlc.harvard.edu/home/performance-management/](http://hlc.harvard.edu/home/performance-management/).***
Planning Phase

- Align Goals with Priorities
- Link to Job Description
- Draft Goals (SMART)
  - Performance Results
  - Professional Growth and Career Development
- Include Competencies
  - Managers
  - Staff

Assessing
Planning
Coaching
The Importance of Goals

Why Do Goals Matter?

• Focus *effort and efficient use of resources* to accomplish more
• Serve as *communication tool* that documents what you want to get done
• Enhance *mutual understanding* and buy-in with your manager
• Increase the likelihood you’ll achieve desired *results*
• *Challenge* and stretch people to be even better
• Help *engage* staff and make work more meaningful
• Foster *alignment* within the group and among co-workers regarding goals
• Identify resources and *collaboration* needed to accomplish work
• Clarify *how* work is accomplished – the behaviors you use to achieve goals
Performance Goals vs. Development Goals

**Job Performance Goals**
Focus on what needs to be accomplished during the year including specific tasks, projects, or outcomes.

**Professional Development Goals**
Focus on acquiring skills, competencies, and knowledge needed to perform the current job or prepare for expanded responsibilities.
Guidelines for Writing Measurable Goals

Types of Measurable Goals

- To **increase** something (funding, engagement, effectiveness)
- To **provide** something (research, service, analysis)
- To **improve** something (efficiency, transparency, communication, relationships)
- To **decrease** something (expenses, inefficiency, costs)
- To **save** something (time, resources, energy)

If a Goal Cannot Be Measured, then Describe Clearly What Successful Completion of the Goal Looks Like:

- What is the **current** state and what is the **desired** state?
- How will it be **evaluated**?
- What specific **results** and behaviors will indicate success?
- How do you intend to evaluate **performance** against this goal?
SMART Goals

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
<th>Clearly state the outcome what is to be accomplished.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the outcome expected?</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Measurable</td>
<td>Provide the metrics to indicate level of completion.</td>
</tr>
<tr>
<td></td>
<td>How will goal achievement be evaluated?</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Attainable</td>
<td>Discuss indicators, activities and resources that will contribute to successful performance.</td>
</tr>
<tr>
<td></td>
<td>What will it take to achieve the goal?</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Results-oriented</td>
<td>Describe the desired changes, improvements or output.</td>
</tr>
<tr>
<td></td>
<td>Does the goal focus on the right results?</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Time-defined</td>
<td>Identify the target dates and milestones for completion.</td>
</tr>
<tr>
<td></td>
<td>By when is the goal to be achieved?</td>
<td></td>
</tr>
</tbody>
</table>
## Individual Contributor – Finance

### Upcoming Year’s Job Performance Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Start Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the monthly financial reports that are delivered to our stakeholders e.g., add comments to fields that make the data easier to understand</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Create a tracking system that will identify deficits and discrepancies in our accounts</td>
<td>March</td>
<td></td>
</tr>
<tr>
<td>Generate financial reports and documents to support portfolio spending</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Assist the Associate Director of Finance with the grant proposals by collecting data, proofreading and delivering the proposal according to deadlines</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Prepare payroll documentation for the department when necessary including new hires, additional payments, and personal data change forms</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>
Sample Development Goals

### Development Goals and Action Plan

Discuss and identify a few specific development goals, and list activities that will foster learning. Consider different approaches to learning: on-the-job assignments, mentoring / peer coaching, and training or coursework.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase editorial skills and knowledge of Harvard’s accounting systems.</td>
<td>Attend two CWD trainings: “Proofing and Editing” and “Chart of Accounts Training” – March</td>
</tr>
<tr>
<td>Explore interests in a future financial management role. Identify stretch tasks to expand skills and test abilities in a broader job role.</td>
<td>Work closely with the Associate Director of Finance to learn more about her role and determine what might come off her workload to serve as a development opportunity – Ongoing, with formal check-ins at calendar year-end and in April</td>
</tr>
<tr>
<td>Strengthen teamwork and collaboration skills.</td>
<td>Seek feedback from the Associate Director of Finance team members to design the new tracking system - October</td>
</tr>
</tbody>
</table>
Staff Member Takes the Lead in Answering

- What are the key skills and knowledge I need to develop to **meet expectations** in my current role? In my future role?
- What are the key skills and knowledge I need to develop to be **even more effective** in my current role? In my future role?
- What important skills and knowledge can I develop to help address future **needs or challenges for our group**?
- What important skills and knowledge can I develop to help me accomplish my **career goals**?
- What would make work even more **satisfying** for me?
Coaching Phase

- Engage in Regular Coaching and Feedback (*formal and informal*)
- Track Progress
- Participate in Interim Discussion
## How Do We Learn?

<table>
<thead>
<tr>
<th>“Learn by Doing”</th>
<th>“Learn by Training”</th>
<th>“Learn with Others”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs</td>
<td>Courses</td>
<td>Feedback</td>
</tr>
<tr>
<td>Projects</td>
<td>Seminars</td>
<td>Mentors</td>
</tr>
<tr>
<td>Assignments</td>
<td>Distance Learning</td>
<td>Colleagues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coaches</td>
</tr>
<tr>
<td>Experienced-Based Learning</td>
<td>Education-Based Learning</td>
<td>Relationship-Based Learning</td>
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</table>
Assessing Phase

- Complete ePerformance Written Assessments (April/May)
  - Self Assessment
  - Manager Assessment
- Participate in Assessment Discussion (May/June)
Feedback Formula

The Behavior

+ The Impact of the Behavior

(+ Alternative Positive Behavior)

A clear picture of the behaviors and the impact and outcome of the person’s actions
Seeking Feedback from Others

Relationships
(Quality of Interactions)

Process
(How to get the work done)

Results
(Measurable Achievements)
## Assessment Tendencies

<table>
<thead>
<tr>
<th>Tendency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Tendency</strong></td>
<td>Tendency to give all staff positive assessments overall and rate all employees toward the upper end of the scale or higher than deserved</td>
</tr>
<tr>
<td><strong>Strictness Tendency</strong></td>
<td>Tendency to be overly demanding and critical and rating lower than is deserved</td>
</tr>
<tr>
<td><strong>Central Tendency</strong></td>
<td>Playing it safe by giving employees the same type and content of assessment, and by rating in the middle of the scale</td>
</tr>
<tr>
<td><strong>Halo Effect</strong></td>
<td>A general impression of overall performance not specific, individual performance, and assigning the same rating to each skill/competency</td>
</tr>
<tr>
<td><strong>Similar to Me</strong></td>
<td>Giving higher ratings to employees with certain attributes similar to yours (e.g., values, habits, etc.)</td>
</tr>
<tr>
<td><strong>Recency Effect</strong></td>
<td>Taking a snap shot instead of the long view over the entire assessment period and rating only on recent events</td>
</tr>
<tr>
<td><strong>Past Performance Effect</strong></td>
<td>Being influenced by past performance rather than performance within the current cycle</td>
</tr>
<tr>
<td><strong>Contrast Effect</strong></td>
<td>Direct comparison and rating of staff member to others at same or higher levels, rather than performance on goals</td>
</tr>
</tbody>
</table>
We will continue to work with you toward sustaining a high level of participation in Performance Management.

We will also continue to use the ePerformance tool in PeopleSoft.

However, this year we want to focus less on the tool and more on the conversation and ratings.

Let’s talk about what that means…….
ePerformance Tools

http://hlc.harvard.edu/home/performance-management/
### Forms Review

#### Standard Form
- Goals
- Competencies
- 360/Upward Feedback
- Self-Evaluation
- Manager’s Review

#### Summary Form
- Goal Summary
- Competencies
- Feedback Summary
- Overall Summary and Rating

#### Exception Form
- Overall Summary and Rating
- w/Attachment option
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## Resources

### Harvard Longwood Campus HR

<table>
<thead>
<tr>
<th>SPH</th>
<th>HMS</th>
<th>HSDM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elissa Brennan, 2-6443</td>
<td>Simone Leary, 2-1226</td>
<td>Kevin Dolan, 2-2625</td>
</tr>
<tr>
<td>David Hatch, 2-4579</td>
<td>Diane Ramirez-Riley, 2-2040</td>
<td>Christine Narsjo, 2-5913</td>
</tr>
<tr>
<td>Cesar Mieses, 2-6441</td>
<td>Ryan Thibodeau, 2-3074</td>
<td></td>
</tr>
<tr>
<td>Linda Picard, 2-2719</td>
<td>Kate Yaeger, 2-1450</td>
<td></td>
</tr>
</tbody>
</table>

### ePerformance

<table>
<thead>
<tr>
<th>Trina Weekes, 2-4368</th>
<th>Jennifer G. Ryan, 2-3501</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Linda Miklas 2-7674</td>
</tr>
</tbody>
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Books


Article

Additional Tips

FOR MANAGERS
Performance Discussion Tips

• Treat the Discussion with the Importance It Deserves
  • Schedule in advance
  • Reserve adequate time
  • Prepare for the meeting
  • No interruptions

• Create An Open, Comfortable Environment
  • Your aim is a two-way discussion
  • Ask questions and listen
  • Remember to balance challenge with support – courage with compassion

• Be Specific and Focus on Behavior, Not Personality
  • Identify specific behaviors to do: more / less / differently
  • Refer only to observable facts, actual examples
  • Describe the impact of the behavior on you, on others, on the department

• Keep Confidentiality When Gathering and Communicating Feedback

• Be Curious, Ask Questions, and Listen to Understand
See Yourself as a Coach

Great Coaches Balance *Challenge* and *Support*

**Challenge:**
- Set high standards
- Hold people accountable
- Stretch people; push comfort zones
- Be honest and direct in your critique
- Address performance issues

**Support:**
- Reward and recognize good work/progress
- Help others learn and grow
- Be encouraging, empathetic, supportive, patient
- Treat mistakes / setbacks as learning opportunities
- Look for potential; foster healthy attitudes
See Yourself as a Coach

• **Focus First On The Positive.**
  o Look for success & praise progress

• **Be Versatile.**
  o Adjust your approach to the development level of the employee

<table>
<thead>
<tr>
<th>Employee</th>
<th>Inexperienced</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manager</strong></td>
<td>Teacher</td>
<td>Coach</td>
<td>Mentor</td>
</tr>
</tbody>
</table>

• **Learn What Motivates**
  o Leverage talents & interests

• **Develop “Coachability” In Others**
  o Model & Expect “it”
  o Ask employees regularly to self-assess
    ▪ *What went well / was good about X?*
    ▪ *How could you have done X even better?*